

10 Useful websites

Problems, problems!

Lesson profile

Vocabulary	People, the internet
Reading	<i>Teen troubles</i> , a problem website
Listening	Dr Mandy gives advice to three teenagers
Grammar	Verb patterns – gerunds and infinitives
Reading	Key Reading and Writing Part 3a
Pronunciation	gh
Speaking	Listen to each other's problems and give advice

Warmer

Word association. Write the word *winter* in the middle of the board and get the students to shout out words and phrases associated with winter, for example, *cold*, *snow*, *my birthday*, *skiing*, and write them on the board.

Arrange the students into pairs. You say a word and they have two minutes to write down associations. Example words: *teenager*, *the Olympics*, *English*

Each two pairs should then combine into a group and explain their associations. For example: *(teenager) problems because we have got a lot of them!*

VOCABULARY

- Ask the students to make a list of the last ten people they wrote or spoke to, for example *Mario*, *Mrs Robinson*, *Dad*, etc. They should then categorise these people by relationship, for example *friends*, *relatives*, *teachers*. Students should then do the matching task.

Answers

1 b 2 f 3 a 4 e 5 d 6 c

- Ask the students what verbs you can have with *friend*, for example *have*, *lose*, *make*, *meet*, *miss*, *invite*, *phone*. When you go through the answers, point out the verb patterns with *invite* and *contact*.

Mixed ability

With stronger students, write the sentences on the board with the verbs in italics missing.

Answers

1 invite (someone to a party, etc.) 2 miss
3 contact (someone by phone/email) 4 meeting 5 made

About you

- To demonstrate, get the students to ask you the questions. Reply in full sentences:

Student: How many contacts do you have online?

Teacher: I've got a lot, but most of them are not really close friends.

Students discuss the questions in groups.

READING

- Pre-teach *troubles*: *Troubles are problems you have*. Elicit *advice*: *I've got some troubles. I need some ...?* Write this grid on the board (without the ticks!) and ask the students to complete it by reading the text.

The answers are shown here on the grid.

Who ...?	Andrea	Ben	Katy
likes fashion			✓
doesn't want to leave her friends	✓		
has a problem with one friend			✓
hasn't enough friends		✓	

Say to the students *Here is some advice. Who is it for?* 'Tell your friend not to copy you.' (Katy)

Arrange the students into pairs and tell them they must think of two pieces of advice for each person.

Language note: *advice* is uncountable, we say *some advice* or *a piece of advice*.

LISTENING

- ▶ 1.39 After they have listened to the recording, ask the students to tell you the words which give the answer.

Answers

A Ben B Katy C Andrea

Audioscript

A

I'm very sorry to hear about your problem. Studying alone isn't easy. But it doesn't mean you can't have friends. There are lots of ways to meet people. What activities do you enjoy doing? Maybe you should think about joining some clubs, for example drama or dance. Make sure you have lots of contacts in your phone or online, and remember to call people. Waiting for them to contact you first isn't always a good idea.

B

Thank you for writing to the website. I can understand why you aren't happy about what your friend is doing. But don't be too angry. After all, it means she thinks you look great! I think you should try to talk to her about how you feel, and explain why you don't want her to do it. Also, why not offer to go shopping with her? If you decide to do this, you can give her advice and help her to find her own way of dressing. Good luck!

C

I know that leaving your friends behind is difficult, but if you want to improve, you should change class. You'll get better at dancing and you'll probably make new friends too. And here's another idea – why don't you tell your friends to practise a bit more? Offer to help them in your free time. Then maybe the teacher will ask them to move up too.

- 6** **1.39** Tell the students that notes are not full sentences, just the important information. Play A again and show these notes on the board:

studying alone isn't easy

think about joining some clubs

remember to wait for people to contact you

Say *These notes about advice are not very good. Why?*

studying alone isn't easy – this is not advice

think about joining some clubs – this could be written more simply, e.g. *join clubs*

wait for people to contact you – wrong information, the opposite is true

Play B and C. The students individually make their own notes on the three pieces of advice. In pairs the students compare them – first as notes and second with their advice in Exercise 4.

Answers

(A) Ben – join clubs, have lots of contacts, call people, don't wait for them to contact you

(B) Katy – talk to her (about how you feel), explain why you don't want her to do it, offer to go shopping, give her advice and help her find own way of dressing

(C) Andrea – change class, tell friends to practise more, offer to help

Extension activity

Ask the students for different ways of dealing with a problem and list them on the board, for example ask a friend, go to an advice website, speak to your parents, do nothing. In groups, the students discuss in which situations each way works best/worst.

Get talking!

See Student's Book page 132.

Answers

1 take photos

2 1 a camera 2 enter a competition 3 City Life

4 June 5

3 1 I don't mind 2 that's fine 3 I can't wait

4 a bit more 5 After all, 6 Excellent! ... make sure

7 Good luck

1.40 Audioscript

Stella: What shall we do this afternoon, Emma?

Emma: I don't mind, Stella. What do you want to do?

Stella: I'd like to go out and take some photos.

Emma: Sure, that's fine. Can I have a look at your camera? It's really nice.

Stella: Yeah, I got it for my birthday. I can't wait to go out and use it again! Press this button and you can see the photos I took last weekend.

Emma: Wow, they're great! You should enter a competition. I saw a poster about one at school today.

Stella: Really?

Emma: Yes, I'll just look online and find a bit more information for you. Ah, here it is ... look.

Stella: Let me see So ... the subject is City Life. Well, that's good for me. After all, most of my photos are of streets and buildings.

Emma: Excellent! Just make sure you enter before June 5. That's the closing date. Good luck in the competition!

Stella: Thanks! Right, let's go out and take some photos now.

GRAMMAR Verb patterns – gerunds and infinitives

- 7** Tell the students that when a verb is followed by another verb, the second verb can be either a *to*-infinitive or an *-ing* form. They just have to learn which verbs take an infinitive and which take a gerund (*-ing* form).

Books open, the students read the example sentences and complete the rules.

Language note: it is sensible to present these verb patterns as idioms which have to be learned for each verb separately; there is sometimes a subtle difference between the infinitive and the gerund, compare *I tried to warn Jack but he was out* and *I tried warning Jack but he did it anyway*, but this is beyond the level.

Answers

Use the gerund after prepositions: *at, about, for* (also *by, of, with, etc.*)

Use the infinitive + *to* after some verbs: *try, decide, forget* (also *choose, learn, hope, plan, need, want*)

Use the gerund after some verbs: *stop, miss, enjoy* (also *finish, don't mind*)

Alternative presentation

Explain to the students that in the UK and many countries, people make New Year resolutions on January 1st. These are things they want to change or do better that year. Write yours from last year on the board:

learn to ski

stop wasting money on clothes

don't forget to phone my mum every day

finish paying for my car

try to eat less chocolate

Analyse the language and then get the students to make their own resolutions.

→ Grammar reference Student's Book page 156

- 8 To demonstrate, write an example on the board:
Who wants *to be* / *being* famous? (to be)
Ask *Why to be?* (*want* takes the infinitive + *to*)

Fast finishers

Fast finishers think of three sentences beginning *I'm thinking of ...*, for example *I'm thinking of changing my phone* and compare.

Answers

1 to buy 2 carrying 3 to be 4 waiting 5 to drive

Corpus challenge

Answers

- 1 hope to see you
2 want to write

READING

Prepare for Key for Schools

Reading and Writing Part 3a

Task description

In Reading and Writing Part 3a, students are tested on functional language. Students complete five two-line conversations with one of three options.

Exam tips

Tell students they should read the first line of the conversation first and think about what the situation is and what answer could come next. Students should think about the meaning of each sentence, and not choose an answer because it uses similar vocabulary.

→ See Exam Profile 3, Student's Book page 124.

- 9 Give a problem and get the students to respond appropriately. For example: *My car won't start.* (Walk to school.)
The students complete the conversations.

Fast finishers

Fast finishers write down one more piece of advice for each situation. For example:

- 1 Join a different club.
2 Don't worry about it.

Answers

1 B 2 A 3 C 4 A 5 B

PRONUNCIATION gh

- 10 1.41 Write this sentence on the board and see if any of the students can pronounce it correctly: *I thought my neighbour on the right had eight daughters.* Ask how many different sounds for vowel + *gh* there are here. (3)

Play the recording for the students to listen to the different sounds. Then let them try to put the words into the correct column.

Play the next track for students to check their answers and repeat.

Language note: in all these examples, except *enough*, the rule is that *gh* is silent after a vowel.

1.42 Answers and Audioscript

/aɪ/ night	/eɪ/ eight	/ʌf/ rough	/ɔː/ bought
bright	neighbour	enough	caught
flight	straight		daughter
right			thought

SPEAKING

- 11 Tell the students that you have a problem. They must listen and write down the infinitives and gerunds:
It's my best friend's birthday soon and I'm thinking of getting her a present. It's difficult to decide what to buy because she's got everything. I don't want to give her money because she won't want to take it. I don't mind spending about 30 dollars. Have you got any advice?

The students must give you advice, for example *Take her to a nice café.*

Arrange the students into groups to do the same thing.

As an extension, they could write the most interesting problem and advice down and put it on the classroom wall. The students go round all the problems and write some extra advice underneath.

Cooler

Write on the board *Friendship is ...* and give some examples with gerunds to finish the sentence, for example *doing things together* and *being there when your friend needs you*. Get some more examples from the class. Arrange the students into pairs. You give them a sentence starter and they have two minutes to think of ways of ending the sentence using gerunds. Example sentence starters: *Love is ... Happiness is ... My idea of a perfect weekend is ...*

I love using this website

Lesson profile

Reading	<i>Six great websites for teenagers</i>
Vocabulary	Website nouns and verbs
Reading	Key Reading and Writing Part 2
Writing	A description of a website

Warmer

Give the students two minutes to write down things they love and things they hate. For example, *I love singing in the shower. I hate waking up early.* They then compare answers.

READING

- 1 Write your favourite websites (they don't need to be English language ones) on the board and ask the students to guess what each one is for, for example listening to music, and if it looks interesting. Make sure that they remember how to pronounce website addresses (from Unit 1).

The students make their own list of their three favourite websites and tick one or more of the things they use them for. They could add another category if they need to, for example *downloading films*.

Arrange the students into pairs. They should describe what the websites are and why they like them. Then they should go through each website function and say if they like doing these kind of things. For example:

I don't like playing games much but there's a great site for playing chess, www.chess.com.

I don't do that but I sometimes download new games.

- 2 Demonstrate with an example on the board:

I know a lot of people and I can't phone them all, so this is great for finding out what's going on with everyone. (chatting to friends) The students then match each text to the activities in Exercise 1.

Answers

- 1 finding information, playing games
- 2 sharing stories, chatting to friends
- 3 reading articles, listening to music, finding information
- 4 sharing and watching videos, reading articles, finding information

- 3 Books closed, write the names of the websites on the board and see if the students can guess what they are about. For example, EcoCentral: Eco- is often about helping the planet.

Books open, do the first one together. *Are any of these websites about the human body, animals and fun things to do online?* (D – *biology, wildlife, cool games*).

The students should underline the key words and phrases in the speech bubbles and the corresponding ones in the websites which give the answer. They compare their answers in pairs.

Answers

Including key words and phrases from the speech bubbles and websites

- 1 D human body, fun online / *biology, wildlife, cool games*
- 2 B to become a writer, put my stories online, discuss ideas / *for teenagers who love writing, share your work with others, message boards where you can chat*
- 3 C what is happening in the world, learn more about my favourite stars / *daily news programme, articles about famous bands*
- 4 A to help the planet, making short films and want to share them / *looking after the Earth, upload your own videos*

VOCABULARY

- 4 The students underline the words in the texts and see if they can work out their meaning from the context and then match them with meanings a–f. Demonstrate with the first word: *'The website is large but the menus are easy to use.'* So a menu is something to make a big website easy to use. What does a menu do? (It tells you what there is on the website.)

Answers

1 f 2 d 3 a 4 b 5 e 6 c

- 5 The students underline the verbs in the texts then match them with the sentence endings.

Fast finishers

Write *message board* on your whiteboard. Tell fast finishers to come out and write useful messages for the class on the board, for example *Who wants to come skating with me on Saturday?*

Answers

You can

- save a document or other file on your computer so you don't lose it.
- post a message or question on the internet for others to read.
- record music, video or pictures so you can watch or listen to them again.
- search for information online by typing a word into a box.
- upload a file from your computer onto a website.
- download a file from the internet to your computer.

Prepare for Key for Schools

Reading and Writing Part 2

Task description

In Reading and Writing Part 2, students are tested on their knowledge of vocabulary. Students fill in a space in five sentences with one of three options. The sentences are all on the same topic or are linked by a simple story line.

Exam tips

Tell students to read all the sentences, including the example, to get an idea of the narrative. The three words will be similar to each other, but used in different ways. They should read the words around the space very carefully and may need to think about grammar to get the right answer.

→ See Exam Profile 3, Student's Book page 125.

- 6 Books closed, ask the students if they know any websites for making friends.
- Books open, do the example together and ask why *started* is correct. (You *start* a project or business.)

Answers

- 1 A *perfect* + for (*favourite* + of, *pleased* + with/by)
- 2 C *upload* a file/document/photo (*record* music, *describe* a person or thing)
- 3 B *search* + for (*find* and *miss* don't take a preposition)
- 4 C *contact* somebody (*make* friends, *talk to* somebody)
- 5 A *post messages* (go down / look at a *menu*, look at *screens*)

WRITING

Prepare to write

GET READY

Answers

There is / are is used seven times to start sentences.

You can is used five times to start sentences.

This is used twice to start sentences.

Other ways: *On this site ... The website is ... If ...*

PLAN As an example, write on the board the website <http://www.dccomics.com/superman> or another one you like. (You could show the website if you wish.)

Write these notes on the board.

what it's about: *Superman + other super heroes*

what you can do on it: *get information, shop, etc.*

why it's useful/fun: *games, projects*

why you like it: *Superman fan!*

The students think of their own favourite website – remind them they talked about it at the start of the lesson – and make notes.

WRITE Tell the students that their paragraph should have at least three sentences and they should make sure that they begin each sentence in a different way. They can use the website descriptions in Exercise 3 to help them.

IMPROVE Write these sentences on the board and ask the students to find the mistakes.

There is many photos of animals. (There are)

To search for information is easy. (Searching)

They then check their own and their partner's work.

Sample answer

There's a website <http://www.dccomics.com/superman>.

This is about Superman and other super heroes. You can get information about the characters, and you can also shop online. The games are fun and there are projects. I like it because I am a Superman fan!

Project

An internet questionnaire

The students make an internet questionnaire and put it on Survey Monkey: www.surveymonkey.com

- Arrange the students into groups. They must think of six questions to ask people about the internet. To get them started, brainstorm examples of possible questions, for example *How often do you use the internet?* and *What is your favourite website?*
- The students then go to Survey Monkey and make a survey using these questions. For weaker students, there are local language versions of Survey Monkey where the instructions are in your language but the questions can be in English.
- The students send the survey link to as many people as possible and collect the results after a week.
- They make a graph of the results – this is possible on the Survey Monkey site – and make a presentation to the class.

Cooler

Give the students a vocabulary quiz of Units 6–10. You read the definition and they must write down the word.

- 1 I have a computer. It to me. (*belongs*, Unit 6)
- 2 brilliant, very nice (*wonderful*, Unit 6)
- 3 You do this when you don't know where you are. (*get lost*, Unit 7)
- 4 a place where there is no rain, often very hot (*desert*, Unit 7)
- 5 This is where you keep your car. (*garage*, Unit 8)
- 6 order something in advance like tickets (*book*, Unit 8)
- 7 a game where you need to think about the answer (*puzzle*, Unit 8)
- 8 a game you play on a table (*board game*, Unit 9)
- 9 someone who lives next to you (*neighbour*, Unit 10)
- 10 You click on this to go to another website. (*link*, Unit 10)

Teacher's resources

Student's Book

Grammar reference and practice page 156

Vocabulary list page 141

Workbook

Unit 10 pages 40–43

Go online for

- Progress test
- Corpus tasks